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Background (Background, Rationale, Prior Research, and/or Theory): Improving children's self-efficacy to ask for fruits and vegetables may help promote fruit and vegetable (FV) consumption.

Objective: The primary aim was to compare between group changes for self-efficacy in asking for FV at school and home after the implementation of an 8-lesson policy, systems, and environment (PSE) nutrition intervention.

Study Design, Setting, Participants, Intervention: Data were collected January 2017 and April 2017 as part of a 2x2 quasi-experimental study. Two schools were randomized into intervention or control with the intervention school receiving a PSE intervention and the control group not receiving this intervention. The curriculum was based on a previously developed PSE curriculum. Lessons focused on providing 5th grade students opportunities to influence nutrition PSE through participation in a recipe contest, taste-testing recipes, marketing activities, and influencing the school menu cycle. A total of 147 5th grade students ($n = 85$ intervention, $n = 62$ control) from two urban Rhode Island public elementary schools completed a demographic survey pre-intervention and a self-efficacy survey pre- and post-intervention measuring asking self-efficacy at home (4-items) and school (2-items).

Outcome Measures and Analysis: Repeated measures of analysis of variance was used to compare change in self-efficacy between groups over time.

Results: Mean student age was 10.5 years old, 46% identified as female, and 60–70% identified as Hispanic. There were no significant differences in school self-efficacy (pre 3.1 ± 1.2 , post 3.2 ± 1.3) compared to the control group (pre 2.8 ± 1.3 , post 2.8 ± 1.2), $F(1,145) = 0.87$, $P > .10$. There were no significant differences in home self-efficacy (pre 4.3 ± 0.8 , post 4.2 ± 1.0) compared to the control group (pre 3.9 ± 1.0 , post 4.1 ± 0.9), $F(1,145) = 1.9$, $P > .10$.

Conclusions and Implications: Although there were no changes in self-efficacy as measured by a self-efficacy instrument in this study, additional qualitative work is needed to assess perceived changes in changes in PSE interventions.

Funding: None.

P86 SNAP-Ed: A Platform for Teaching Motivational Interviewing and Behavior Change Skills

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Objective: For nutrition students and staff to apply effective behavior change techniques during SNAP-Ed interactions.

Target Audience: The target audiences are nutrition students and SNAP-Ed staff.

Theory, Prior Research, Rationale: SNAP-Ed interactions are often spontaneous and brief. Providing meaningful information in a strategic way can be challenging. The Brief Action Planning (BAP) model provides

an effective guide for nutrition students and staff, to deliver nutrition education within a framework of evidence-based behavior change techniques. This model incorporates a client-centered approach, and three distinct skill sets that have been shown to promote successful behavior change including: basic motivational interviewing (MI) responses, self-efficacy, and SMART goal setting.

Description of Course and Curriculum: Nutrition Communication and Counseling is a 3-credit course for upper level nutrition students within the B.S. in nutrition at the University of Saint Joseph and fulfills many of the knowledge and competency requirements for the didactic program in nutrition (DPD). Skills are presented, modeled (by instructor and through videos), and practiced by students in the classroom. Then students move to various community sites to practice skills in actual SNAP-Ed interactions, with the guidance of experienced SNAP-Ed staff. The nutrition education curriculum, Eat Healthy Be Active, is used for delivery of nutrition content, which is based on the 2015–2020 USDA Dietary Guidelines for Americans and encourages open questions and goal setting.

Evaluation: Students submit a video-taped segment of a nutrition education session, which is scored using a detailed rubric. Students' self-efficacy for performing the skills is measured pre/post course/field experience, using an adaptation of Resnicow's OnePass measure for MI. In this pilot year the mean score on graded rubrics was 87.5%, ($n = 17$). Pre/post self-efficacy also showed significant increases ($P < .05$).

Conclusions and Implications: The BAP is an effective model to teach behavior change skills to nutrition students and staff, and adapts well to the time constraints of SNAP-Ed settings.

Funding: Supplemental Nutrition Assistance Program—Education.

P87 The Obesity Food Insecurity Paradox: Student Focus Group Feedback to Guide Development of Innovative Curriculum

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Objective: Development of higher education coursework and programming related to the obesity food insecurity paradox to prepare graduates for work in health-care professions.

Target Audience: Administrators, faculty, students, and community partners.

Theory, Prior Research, Rationale: Innovative curriculum and programming on the topic of the obesity and food insecurity paradox are timely and important given that nearly 7 out of 10 Americans are overweight or obese and 1 in 6 are food insecure. Future health professionals will be better equipped for professional practice when

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provided with learner-centered classroom and experiential learning opportunities.

Description of Course and Curriculum: Through a collaboration with the University of Kentucky Center for the Enhancement of Learning and Teaching (CELT), faculty in the Department of Dietetics and Human Nutrition (DHN) have undertaken course and curriculum development based on student focus group feedback. Three learner-centered, innovative, and experiential-learning based courses examining the obesity food insecurity paradox have been developed or are in the development phase. One such course is a practicum experience whereby students shadow a health professional at a medically-supervised obesity clinic and develop related educational materials.

Evaluation: Curriculum development was based on feedback from three focus groups comprised of students ($n = 12$) in DHN. A thematic analysis of the focus group transcriptions revealed that, in general, the students perceived the idea of incorporating experiential learning (EL) opportunities into new coursework favorably. Students most frequently operationalized EL as a job shadowing experience and indicated a preference for the shadowing to be embedded as part of a course requirement. With this feedback, seven students to date have enrolled in a trial-run of the EL course and three additional students are being recruited to participate during the Fall 2018 semester.

Conclusions and Implications: Student focus group feedback has guided the development of innovative and timely coursework related to the obesity and food insecurity paradox. The newly developed coursework will be evaluated, modified as needed, and shared with other colleges and universities.

Funding: NIFA.

P88 Understanding Vegetable Feeding Practices Among Families with Young Children Using Farmers' Market Coupon Programs: Does Participation Increase Children's Vegetable Consumption?

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Background (Background, Rationale, Prior Research, and/or Theory): Children consistently consume low levels of vegetables. Research shows that adults participating in incentivized vegetable programs purchase and consume more vegetables. It is not clear if children in those households eat more.

Objective: To understand vegetable feeding practices of families with young children using farmers' market coupon programs: current experiences, program impacts, and additional supports.

Study Design, Setting, Participants, Intervention: A mixed-methods design was used including a demographic survey, children's vegetable screener, and semi-

structured interview. Participants were parents/caregivers ($n = 24$) of children ages 2 to 5 years, using coupons (WIC Farmer's Market Nutrition Program, Health Bucks) at a downtown farmers' market in a northeastern state in summer 2017.

Outcome Measures and Analysis: Experiences of feeding vegetables to young children, impacts of coupon programs, additional supports needed to increase children's vegetable intake were examined using qualitative data analysis techniques.

Results: Participants had mixed familiarity with feeding guidelines, received feeding advice from a range of sources, and used a variety of strategies for introducing vegetables into children's diets. Common barriers to children's vegetable consumption include cost, time, negative influences of others, pickiness, parent not having or cooking vegetables at home. The majority think their child eats enough vegetables and also want them to eat more. Program benefits included increasing accessibility to fresh vegetables and providing supports in using vegetables. In addition to lower cost and more coupons, participants wanted greater support in feeding practices.

Conclusions and Implications: Participants stated strong preference for fresh produce and valued that coupon programs gave them access to it. The program providing samples gave parents/caregivers a low-risk way to introduce new/previously rejected vegetables to children and to overcome their own food dislikes. Because many were neither able to articulate what the general feeding recommendations were nor had consistent social support while introducing vegetables indicates a need for these services as they relate to child feeding practices.

Funding: None.

P89 U.S. Army Dining Facility Staff Considerations in Dietary Interventions: A Qualitative Analysis

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Background (Background, Rationale, Prior Research, and/or Theory): A high quality diet is imperative for soldiers' operational readiness, health and resiliency. However, warfighter diet quality remains poor and interventions at military dining facilities have produced only modest improvements in diet quality.

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